DOCUMENT RESUME

ED 336 830 EA 023 294

AUTHOR Cheal, Jennifer Putnam
TITLE Organizational Climate in Middle-Level Schools.
PUB DATE Apr 91
NOTE 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Construct Validity; *Factor Analysis; Intermediate Grades; Junior High Schools; *Measurement Techniques; *Middle Schools; *Organizational Climate; Rating Scales; *Test Reliability
IDENTIFIERS *Michigan

ABSTRACT

The refinement process of a survey instrument developed to operationalize the construct of organizational climate by identifying and describing the dimensions of middle-level school climate is described in this paper. Seven dimensions of organizational climate were identified: administrative support, administrative control, teacher intimacy, teacher frustration, faculty expectancy and motivation, pupil control behavior, and tangible environment. Second-order factor analysis was used to examine the relationships among them. A total of 1,749 teachers in 88 out of 235 middle schools, a 39.6 percent response rate, completed the instrument. The refinement process added three new dimensions--faculty expectancy and motivation, pupil control behavior, and tangible environment. A conclusion is that the instrument is a reliable and valid scale for operationalizing the construct of organizational climate in middle school settings. Thirteen tables are included. Appendices contain the initial and final forms of the survey. (26 references) (LMI)

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ORGANIZATIONAL CLIMATE IN MIDDLE-LEVEL SCHOOLS

Jennifer Putnam Cheal, Ph.D.

Michigan State University
East Lansing, Michigan 48824
1990

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ORGANIZATIONAL CLIMATE IN MIDDLE-LEVEL SCHOOLS

The climate of organizations and its relationship to both the quality of product/service outcomes and job satisfaction have received extensive attention in both research and popular literature (Argyris, 1958; Austin & Garber, 1985; Brookover, Beady, Flood, Schweitzer, & Weisenbaker, 1979; Brookover & Lezotte, 1979; Brookover, Schweitzer, Schneider, Beady, Flood, & Weisenbaker, 1978; Feldvebel, 1964; Lezotte & Passalacqua, 1978; Ouchi & Johnson, 1978; Stevens, 1987). A common theme throughout the various climate research disciplines is the agreement that climate is an abstract, individual perception that may occur at an organizational, group, and/or individual level (Field & Abelson, 1982). Tagiuri (1968) proposed a definition that is suitable for use within the various disciplines studying the effects of organizational climate:

Climate is the relatively enduring quality of the internal environment of an organization that (a) is experienced by its members, (b) influences their behavior, and (c) can be described in terms of the values of a particular set of characteristics (or attributes) of the organization. (p. 27)

Indeed, studying human behavior in any organizational setting demands *"ordering and conceptualizing a buzzing confusion of simultaneously existing, multilevel, mutually interacting variables"* (Argyris, 1958, p. 501).

During the past thirty years, researchers have explored the organizational climate in industry and business as well as in colleges, secondary, and elementary schools. However, there is a lack of research measuring the organizational climate of middle-level schools and its relationship to organizational effectiveness and job satisfaction.

Ongoing theoretical and applied organizational climate research is continuing to make educational leaders aware of how social variables can influence school effectiveness. Within school settings, organizational climate is of interest to administrators, teachers, parents, and students as it has been found to affect many student outcomes including cognitive and affective behavior (Barker, 1963; Brookover et al., 1978; Lezotte & Passalacqua, 1978), values (Vyskocil & Goens, 1979), and the personal growth and satisfaction of students (Coyne, 1975; Vyskocil & Goens, 1979).

Halpin and Croft (1962) were among the first to develop an organizational climate instrument specifically designed for research in a school setting. Through their examination of the literature, Halpin and Croft identified nine components necessary for the identification of an elementary school's climate. Their instrument, however, purports to measure only the social interactions that occur between the teachers and the principal. Through factor-analytic methods using the individual as the unit-of-analysis, the dimensions of organizational climate present in an elementary school setting are operationalized through eight subtests. Four of the subtests pertain to the characteristics of the teachers as a group and the other four to the characteristics of the principal as a leader. Retaining the individual as the unit-of-analysis, Halpin and Croft subjected the scores from the eight subtests to a second-order factor analysis, which revealed three underlying factors. These components were used to produce a climate prototype continuum from "open" to "closed."

Concerned with the development of an instrument for the measurement of organizational climate within a secondary school setting, Kottkamp, Mulhern, and Hoy (1987) replicated, with some modifications, the research of Halpin and Croft. Using the secondary school group rather than individuals within the elementary school as the unit-of-analysis, they replaced, modified, or omitted items from the Organizational Climate Description Questionnaire (OCDQ). In addition to the OCDQ items that measure the social interactions between the principal and teachers, Kottkamp et al. used scales from other researchers to explore relationships between additional variables and their climate subtests. Working from the research of Willower, Eidell, and Hoy (1967), they explored the dimension of social interactions between teachers and their students. In addition, correlations between responses on Miskel's Expectancy Motivation Scale (1982) and the climate subtests identified in the Organizational Climate Description Questionnaire-Revised Secondary (OCDQ-RS) were used to explore the relationship between teachers' expectancy motivation and their school's climate openness score. The research of Kottkamp et al. indicated that secondary schools with more open climates had teachers who had a higher expectancy motivation than secondary schools with less open climates. Also, they found that the more humanistic the pupil-control ideology of teachers in secondary schools, the higher the expectancy motivation of those secondary school teachers.

Through factor-analytic techniques, the dimensions of organizational climate present in secondary school settings were operationalized through five subtests. Two of the subtests pertain to the characteristics of the principal as a leader and the other three to the teachers as a group. The five subtests were subjected to a second-order factor analysis, which revealed a two-factor underlying structure. One factor contained two subtests pertaining to the principal and two subtests pertaining to the teachers as a group. Collectively, these four subtests interrelate to form a climate openness scale. The fifth subtest, pertaining to the social interaction of the faculty, emerged as a single independent factor in the second-order solution.

The research of Halpin and Croft (1962) and Kottkamp et al. (1987) has contributed to the understanding of the kinds of behaviors on the part of teachers and principals that are associated with the organizational climate differences found in various elementary and secondary schools.

The problem addressed in this study was the lack of comparable organizational climate measurement scales for use in middle-level schools. Due to a lack of research in middle schools, middle-level schools must currently use organizational climate scales developed and tested in the elementary or secondary school setting.

The middle-level school serves children typically between the ages of 10 and 14. This period of rapid maturational development structures the philosophical basis for middle-level schools. Curriculum, instructional strategies, personnel, and structural facilities are developed as an educational program distinct from both the self-contained elementary schools and departmentalized senior high schools (Klingele, 1979). Middle-level schools are organizational environments as unique as the students they serve. Consequently, this study was based on the assumption that organizational climate scales used in a middle-level setting should be developed and psychometrically defended within the environments they purport to measure.

Conceptual Framework:

The primary purpose in this study was to operationalize the construct of climate through the development of an instrument to identify and describe the dimensions that are present in the organizational climate of middle-level schools. Working at the middle school level, the dimensionality of organizational climate was explored through a review of the related literature and scales developed by previous researches. Working from the elementary school organizational climate study of Halpin and Croft (1962), the secondary revision undertaken by Kottkamp, Mulhern, and Hoy (1987), the expectancy motivation research of Miskel (1962), the measurement of social interactions between teachers and students (Willower, Eidell, & Hoy, 1967), and effective schools literature, an instrument was developed for the measurement of middle-level organizational climate.

A review of the organizational climate literature revealed a pattern of relationships of recurring components throughout the many disciplines studying the effects of organizational climate. Seven dimensions were identified for operationalization in this research study as outlined below:

Dimension I: Principal(s) efforts to control the internal functioning of their school through the coordination of work. This dimension describes actions by the principal(s) that are interpreted by the faculty as controlling and authoritarian in nature.

Dimension II: Interactions between the building principal(s) and the instructional staff that serve to create a climate that is perceived to be a cooperative working environment by the faculty.

Dimension III: Interactions between the teachers and their students that indicate the degree of control exerted over the student population. This dimension measures the faculty's perception of the level of control needed to maintain an educationally conducive climate.

Dimension IV: The faculty's force of motivation toward their school's academic orientation to student achievement. This dimension was measured through the faculty's perception of expectancy, instrumentality, and valence as rewards for their collective efforts.

Dimension V: The faculty's perceptions of their colleagues' attitudes toward their professional relationships. This dimension reflects the staff's interpretations of the professional attitudes and actions of their peers.

Dimension VI: Teachers' close social relationships among faculty members. This dimension reflects the teachers' perception of personal social interactions among staff members.

Dimension VII: The physical and material aspects of an organization as perceived by the faculty.

Given an identified dimensionality of middle-level organizational climate, the writer's second purpose in this study was to explore whether or not the various organizational climate dimensions relate to each other through an examination of a second-order factor solution.

Research Procedures:

Survey items were generated to represent the various dimensions of middle-level organizational climate as described by the definitions above. Numerous items were selected and modified from the measurement instruments of Kottkamp et al. (1987), Willower et al. (1967), and Miskel (1982) to represent the hypothesized dimensions. Additional items not contained in the measurement instruments cited above were created primarily from a review of effective schools research.

Field Test of Preliminary Instrument:

An independent panel of judges was asked to participate in the field testing of the middle-level climate survey instrument by reviewing this initial list of 75 proposed items. Judges were recommended from their active participation in the Michigan Association of Middle School Educators (MAMSE) and selected based upon their interest, expertise, and experience working with middle-level schools.

Each judge received a copy of the survey items, sorted into the seven respective dimensions. However, to reduce the possibility of response bias, the original source of the items was not disclosed. The judges were asked to analyze each individual item following the format below:

1. Evaluate whether the item represents the variable category as described.
2. Evaluate whether the item reflects an important aspect of middle-level schools.
3. Evaluate whether the item is clear and concise in its wording.
4. Indicate any further questions and/or areas that should be included in an inventory of middle-level organizational climate.

Of the total panel of judges, 59% chose to respond to the item analysis and assist in the content validity of the climate items. As a result of the field testing, it was determined that any change in the wording of an item taken from a previous measurement instrument could, in some unmeasureable way, be violating the item's original intention. Consequently, all items from other authors were returned to their original wording. In addition, the decision was made to include research instruments in their entirety to maintain their theoretical and statistical integrity. This decision necessarily added items to the survey instrument, but the potential psychometric trade-offs were believed to outweigh the negative possibilities associated with such a lengthy measurement instrument.

Middle-Level Climate Survey - Initial Form:

Working from the revisions cited above, the Middle-Level Climate Survey-Initial Form was developed. All original items from the Rutgers Secondary School Climate Inventory-Final Form (Mulhern, 1984), Pupil Control Ideology Form (Willower et al., 1967), and Expectancy Motivation Scale (Miskel, 1982) were used in the development of the initial form of the middle-level climate instrument.

To maintain the psychometric integrity of the original instruments, the survey items were used in their basic original form. However, pronouns were changed to reference the group rather than the individual perception, gender biases were eliminated, and "principal" was expanded to include all building principals. Items from the PCI (Willower et al., 1967) were modified to reflect perceptions of behavior rather than ideology, and statements from the Expectancy Motivation Scale (Miskel, 1982)

were restated to reflect a group reference rather than an individual perception. To reduce the potential of response patterns, attempts were made to vary the response set with intermittent negative qualifiers.

In addition to the 68 items from the previous research instruments, 34 survey items were generated from both a review of the effective schools literature and feedback from the panel of judges. One item originally from the OCDQ-RS was inadvertently listed twice. In total, 103 items were assembled to create the climate instrument administered to the teachers and principals of schools participating in this study. This climate instrument classified into the seven hypothesized factors with author identification of each item is listed in Appendix A.

The instrument consisted of brief statements describing situations and events that, at times, may occur in middle-level schools. Faculty members were asked to indicate on a Likert-type scale "the response that most nearly reflects your personal opinion of YOUR SCHOOL." Each respondent was asked to "mark your best response to EVERY statement" using the following scale:

Rarely Occurs
Sometimes Occurs
Often Occurs
Very Often Occurs

The survey instrument was produced at Michigan State University with the cooperation of the Computer Laboratory and the University Printing Office. It was determined that a survey instrument with the items and corresponding Likert scale contained on one form would facilitate both data collection and the scoring of data.

Sampling Procedures:

The population identified for this study was the public schools in Michigan that serve students between the ages of 10 and 14. The sampling frame used in this project was the 1989 Michigan Education Directory, which lists all K-12 public and private educational institutions in Michigan. Each of the 606 educational institutions identified as a public middle-level school was assigned a three-digit reference number. A cross-sectional research design was used to select 235 sampling units from a random numbers table.

Data Collection:

District superintendents from the 235 randomly chosen middle-level schools were sent a cover letter from the Executive Director of the Michigan Association of School Administrators and a letter of transmittal, which explained the purpose of the study. A copy of the survey instrument was included for the superintendents' review, and a return postcard was included, asking for the superintendents' response as indicated below:

_____ Yes, you may send further information to the building principal seeking his/her willingness to participate in this study.
_____ Please send me a copy of the results of this study.
_____ Please call me to answer further questions I have regarding this study.
_____ No, our middle school will not participate in this study for the following reason:

Superintendents who did not respond within ten days were sent a follow-up letter of transmittal along with another copy of the survey instrument and return post card. Nonresponse after another ten days resulted in a follow-up telephone call to the superintendent.

Of the total sample, 82% of the superintendents or their designees responded with a written or verbal communication. Reasons most often cited for nonparticipation included (a) time constraints of the faculty to other commitments and (b) similarity of the study to the school-improvement program in which many buildings were currently engaged.

Following authorization to contact the district middle school, the building principal was sent a packet including a cover letter from the Executive Director and Assistant Director for Middle Level of the Michigan Association of Secondary School Principals, a letter of transmittal, and a copy of the survey instrument. Principals were given five working days to contact the researcher with questions or decline participation in the study. If no contact was made, a package of materials was mailed to the school . This packet included:

1. Directions for administering the survey instrument.
2. Cover letter, survey, and post card requesting research results for each teacher and principal.
3. Addressed/stamped return envelope for teacher responses.
4. Cover letter, survey form, and separate return envelope for building principal(s).

Procedures for administering the survey instrument were standardized to reduce the possibility of invalid responses. The primary approach for survey completion was to distribute and collect all teacher instruments at a faculty meeting. Principals were asked to be absent from the room while the teachers completed and collected their surveys. In several cases, survey instruments were handed out at faculty meetings and collected by a staff member over a period of approximately one week.

Sample Returns:

Of the 235 middle-level schools randomly selected for this project, 39.6% chose to participate yielding 1,749 teachers in eighty-eight schools. An analysis of demographic factors indicated with 95% confidence that there was no significant difference between the respondents and nonparticipants when comparing the factors of school building membership, number of teaching staff per building, teacher/pupil ratio, State Equalized Valuation per state aid member, community type, median household income, and Michigan Educational Assessment Program (MEAP) math and reading scores. A significant difference was found, however, in the MEAP science scores of pupils from participating and nonparticipating schools. This difference may be attributed to the fact that this was the first year schools were required to administer the MEAP science test. Many school science curricula were not in alignment with the state objectives, and consequently there was a wide variance in statewide scores. The science test therefore may be more sensitive to school differences and might have been a weak standard of sample demographic differences. Nine demographic variables were used to compare the respondents and nonparticipants in this study. The results from eight of the variables indicated that the respondents were

representative of the sample drawn. Probability random sampling was used to select the sample from the population. Based upon the confidence that there was no significant difference between the respondents and non-participants, the results of this study may be cautiously generalized to the population.

Treatment of Data:

After participants completed the survey instruments, responses from each form were colored over with a scan-sensitive pencil to maximize scanning accuracy. Any survey instrument with more than ten omitted items or with obvious response sets was deleted from the data set. A computer program was written to record the survey responses as they were read by the scan machine. Individual survey forms were manually compared to the computer tape of recorded data. Responses that were recorded incorrectly by the scan machine were manually corrected in the software data bank.

All analyses of the data were performed at the Michigan State University Computer Laboratory on the IBM 3090-180VF VM/HPO CMS facility. The Statistical Package for the Social Sciences (SPSS-X) Release 3.0 was the software used in all analysis procedures.

Means were computed on the items across individuals within each group, and statistical procedures were used to verify school means. The correlation matrices for factor analysis were computed across groups using group means. Teachers within each school responded to group-referenced items so collectively, as a school unit, dimensions could be measured as systemic versus person-focused measurement. The item means represented the central tendency of distributions of measures of a property of teachers. Consequently, measurements must be interpreted as an estimate of the magnitude of an attribute of the school, not an attribute of teachers in the school. In this manner, climate dimensions were being measured where the responses by persons within the group were solely a function of contextual constraints. Each measurement exists as one quantity indicating the magnitude of a single property of the group. Studying individuals as perceivers within schools would be an interesting but separate issue from the stated purpose of this study, which was to to look at the differences between groups based on single measurements of a systemic property.

Sirotnik (1980) identified a potential statistical problem with the between-group analysis if the number of instrument items was greater than the number of participant groups. Indeed, in this study, 103 items were included on the survey form and only 92 middle-level schools participated in this study. Any school with fewer than ten participants was dropped from the study if that number equated to a less than 60% building participation rate. Following that criterion, the data from four schools were dropped from this project.

A preliminary varimax rotational analysis was processed with the 103 items and the 88 participant schools. During the analysis, a warning was issued and all eigenvalues were computed to zero, beginning with the eighty-eighth factor.

Because of the lower than hoped for sample participation, it was necessary to reduce the item set from 103 to 88 items. Using the individual teacher as the unit-of-analysis, a varimax rotational factor analysis was processed. The program was set to

record any items that loaded greater than .30. Of the total 103 items, 15 were chosen for deletion based on the following criteria:

1. Two items were duplicates (Items 16 and 26); Item 16 was deleted.

2. Nine original items drawn from the literature listed a factor loading less than .40. Because of their low loading and lack of prior psychometric validation, the following items were deleted from the item set: Items 31, 49, 64, 70, 76, 91, 94, 96, and 102.

3. To maintain the reliability of the three instruments used in this study, five items were deleted in the following manner: Four of the OCDQ (Halpin & Croft, 1962) and OCDQ--RS (Mulhern, 1984) items did not show a loading. All four of the items were from the subtest Teacher Frustration. The last item (Item 3) was deleted. To maintain the integrity of the OCDQ-RS instrument, the item showing the lowest factor loading (.313) was deleted from the Teacher Engagement subtest (Item 28). Two items (Items 41 and 42) did not load and were deleted from the PCI scale (Willower, 1967). All of the Expectancy Motivation Scale (Miskel, 1982) items loaded onto a factor: however, four items loaded below .40. Because it had the lowest loading (.310), item number 73 was deleted.

Following the rationale discussed above, the item set was reduced to 88 items. All further analyses in this study were computed using the 88-item instrument as modified above. It is recognized that having to reduce the original item set was a less than desirable situation. Still, given this analysis problem induced by less than desired returns, the deletion method was thought to be the least disruptive to the dimensions originally envisioned. It is hoped this discussion will assist future researchers as they consider the number of variables in their instrument in congruence with the number of schools that agree to participate in their research study.

Analysis Procedures:

To determine both the number and qualities of dimensions present in the organizational climate of middle-level schools, the unspecified N-factor varimax rotation was used for the initial extraction of factors. Various numbers of iterations were required to extract the factors from the raw data. Consistently, the principal components analysis yielded 15 factors with an eigenvalue of 1.00 or greater. As a measure of the proportion of variance explained by each factor, an eigenvalue of 1.00 was used as the initial threshold criterion of a "true" factor. A scree test indicated seven factors from the identified 25 were likely meaningful factors.

Items were determined to be viable indicators of a factor if they had a factor loading of .40 or higher. Steps involving factor analyses and alpha reliability coefficients for five-, six-, and seven factor solutions were repeated a number of times. The reliability analysis also provided item-total correlations, which identified the relative strength of the relationship between each item and the remaining items in the factor. A separate statistic also indicated what the alpha coefficients for the factor would be should any given item be deleted.

In the final analysis, it was determined that seven factors best identified the domain of organizational climate in middle-level settings. These seven factors were

Table 1. --Rotated factor matrix--seven factors specified: Principal components, 88-item set.

Var.	Factor						
	1	2	3	4	5	6	7
V36	.85177						
V33	.85159						
V35	.84973						
V34	.82593						
V47	.82532						
V48	.79778						
V74	.75706		-.30143				
V32	.74327						
V79	.72342			.32628			
V72	.68856						
V83	.67671			.41988			
V38	.66761						
V82	.62910			.36710			
V75	.61081			.40888			
V87	.60845	.30462		.44357			
V86	.59788			.32412		.38629	
V88	.59456		-.36156	.33619			
V69	.59144		-.46339				
V68	.58631		-.30699	.36793			
V51	.57526		-.40493			.33414	
V78	.57346	.39342		.41008			
V50	56347		-.35661				
V71	.56056						
V93	.55997		-.38782				
V85	.55986						
V89	.54700			.54368		.30517	
V98	.53031	.31451		.34260			-.36260
V27	.49336						
V29							
V24		.86343					
V10		.85886					
V12		.83855					
V20		.82396					
V23		.78755					
V18		-.78119					
V11		-.78071					
V19		-.73461					
V21		.73057			.45442		
V8		.70114					-.39418
V17		-.70020	.35571		.38594		
V15		-.68031			.31789		
V14		.60615					

Table 1. --Continued.

Var.	Factor						
	1	2	3	4	5	6	7
V52		.58364					-.38562
V9		.55201			.53357		
V6		.52288			.51270		
V58			.68523				
V46	-.31576		.67026				
V60	-.35285		.66676				
V44			.65984				
V30	.37145		-.60354				
V45			.58043				
V57			.56312				
V40	-.31872		.56076				
V55			.52947			-.30065	
V92	-.51490		.52093				
V43			.50245				
V77	-.47982		.49670	-.32816			
V84			.48105				
V59			.44854				
V54			.44140				
V39			.43691				
V97	-.41895		.42893				.40310
V65			-.42288				-.35900
V90	-.37434	-.41910	.42009	-.35863			
V61			.38754				
V37	-.30636		.31479			-.30767	
V53							
V56							
V62				.80436			
V63				.77774			
V66				.62171			
V2				.59092			
V81	.44918	.39960		.46538			
V80	.44368			.46128			
V26					.86839		
V25					.85373		
V13					-.67646		
V22		-.52110	.30807		.52302		
V67	.40913	.44357		.32027	.47521		
V7	.35076	.41808			.46253		

Table 1. --Continued.

Var.	Factor						
	1	2	3	4	5	6	7
V101						.83763	
V100						.83515	
V99						.77196	
V103						.73268	
V4							.73063
V5							.62037
V1					.30604		.61851
V95	-.38464						.46410

Table 2. --Principal components extraction--seven factors specified, 88-item set.

Factor	Eigenvalue	Percent of Variance	Cumulative Percent
1	27.42646	31.2	31.2
2	8.72841	9.9	41.1
3	6.54853	7.4	48.5
4	3.47264	3.9	52.5
5	3.10635	3.5	56.0
6	2.58661	2.9	58.9
7	2.31886	2.6	61.6

Table 3. --Reliability analysis--all items greater than .40:
Seven-factor solution.

FACTOR 1: 28 Variables
Scale Mean: 84.5392 Scale Variance: 43.6552 Std. Dev.: 6.6072
Alpha = .9705

FACTOR 2: 16 Variables
Scale Mean: 46.6143 Scale Variance: 30.3556 Std. Dev.: 5.5096
Alpha = .9491

FACTOR 3: 19 Variables
Scale Mean: 35.7882 Scale Variance: 15.8663 Std. Dev.: 3.9833
Alpha = .9216

FACTOR 4: 6 Variables
Scale Mean: 17.9930 Scale Variance: 4.4803 Std. Dev.: 2.1167
Alpha = .8555

FACTOR 5: 6 Variables
Scale Mean: 14.3548 Scale Variance: 2.6970 Std. Dev.: 1.6422
Alpha = .7736

FACTOR 6: 4 Variables
Scale Mean: 9.1232 Scale Variance: 1.7949 Std. Dev.: 1.3397
Alpha = .9182

FACTOR 7: 4 Variables
Scale Mean: 7.0762 Scale Variance: 1.3006 Std. Dev.: 1.1404
Alpha = .7464

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found to explain 62% of the total variance. Items that had a negative loading were identified from the factor analysis matrix and reversed when using these items in subsequent analyses. The rotated factor matrix, percentage of variance, and reliability analysis for the seven factor solution are included for further reference in Tables 1, 2, and 3 respectively.

Using the strength of factor loadings on both the large-factor solution and the subtest factor solutions, the information from the alpha reliability analyses, and persistent assessment of the conceptual integrity of the subtests, the seven factors were gradually refined into the Middle School Organizational Climate Survey-Final Form.

In the seven-factor solution, 83 items out of the total set of 88 items loaded above .40. Following the decision rule outlined below, 13 additional items were deleted:

1. An item was considered for deletion if the factor's alpha was raised through deletion of the item.

2. An item was considered for deletion if the item loaded on two (or more) factors and there was less than .10 difference between the two factor loadings.

3. An item was considered for deletion if removal of the item did not affect the alpha rating.

4. An item considered for deletion as described in Items 1 through 3 above was retained in the factor if, in the estimation of the researcher, the item explored a unique aspect of the factor. For example, in the third factor (PCB), two items with relatively strong but split loadings were retained because the items made a substantial contribution to the conceptual depth and scope of the factor.

Through the above process of analysis and refinement, the MSOCS-FF was developed to portray the organizational climate of middle-level schools. Collectively, the seven factors contain 70 items. Two of the factors describe the behavior of the principal(s), and five of the factors describe the characteristics of the faculty as a group. Each factor was named and described following a review of the final list of items.

The final seven-factor varimax rotational solution and percentage of variance are presented in Tables 4 and 5 respectively. Almost every item in the final large-factor analysis loaded primarily on the factor to which the item was assigned. The two items that were exceptions (Items 92 and 81) had nearly equal loadings on both factors.

A comparison of the 88-item set and the reduced 70-item set illuminates the similarities between both climate instruments. Both sets of data identified the same seven climate factors, with a similar item structure loading onto each factor. Similar percentage of variance and reliability scores provide further evidence for the construct validity of the final seven factors established in the middle school survey. Consequently, the similarities of the number and structure of the seven factors along with the generally improved percentage of variance and reliability scores determined the reduced item set to best represent the organizational climate of middle-level schools.

Table 4. --Rotated factor matrix--seven-factor solution: Reduced 70-item set.

Var.	Factor						
	1	2	3	4	5	6	7
V36	.85245						
V33	.84847						
V35	.84723						
V34	.82245						
V47	.82165						
V48	.80076						
V74	.76020		-.32229				
V32	.72620						
V79	.71142						
V72	.68819						
V83	.67811			.36854		.30476	
V38	.66920						
V82	.61550			.30311			
V75	.61413			.36872			
V87	.60841	.31267		.36976			
V68	.59919		-.36899				
V69	.59605		-.48208				
V86	.59399					.40897	
V88	.59274		-.38011				
V51	.58627		-.43934				
V50	.58073		-.39270				
V78	.56494	.40574		.39926			
V93	.56258		-.37368				
V71	.56069						
V85	.55274		-.32609				
V98	.54225	.33600		.31870			-.31625
V27	.48301						
V24		.87311					
V10		.86262					
V12		.83466					
V20		.82719					
V18		-.79888					
V23		.78696					
V11		-.78374					
V19		-.73822					
V21		.73359			.35422		
V8		.72437					-.32970
V17		-.67930	.35201		.34333		
V15		-.66607					
V14		.62929					-.30777
V52		.61258					-.30755

Table 4. --Continued.

Var.	Factor						
	1	2	3	4	5	6	7
V58			.78014				
V60	-.32845		.72280				
V46	-.30278		.72229				
V44			.65793				
V45			.63843				
V30	.35524		-.62542				
V57			.57866				
V77	-.45023		.55867				
V55			.55063			-.31578	
V40	-.31347		.53024				
V92	-.51383		.52067				
V54			.49820				
V84			.48255				
V43			.44452				
V59			.41943				
V62				.87293			
V63				.80224			
V66				.67454			
V2				.59932			
V81	.44129	.40463		.46024			
V25					.92393		
V26					.92238		
V13					-.75748		
V100						.80507	
V99						.79343	
V101						.79289	
V4							.79288
V1					.31685		.63835
V5							.63573

Table 5. --Reduced item set--seven-factor solution: Percentage of variance.

Factor	Eigenvalue	Percent of Variance	Cumulative Percent
1	23.09843	33.0	33.0
2	7.40614	10.6	43.6
3	5.29026	7.6	51.1
4	3.08482	4.4	55.5
5	2.57032	3.7	59.2
6	2.30969	3.3	62.5
7	1.86846	2.7	65.2

Table 6. --Item identification, alpha reliability coefficients, and percentage of variance for MSOCS-FF subtests in both the preliminary and final data sets.

Subtest Name	Item Identification Number		Alpha		No. of Items		% of Variance	
	Preliminary	Final	Prelim	Final	Prelim	Final	Prelim	Final
Expectancy and Motivation (EXM)	27,32,33,34,35, 36,38,47,48,50, 51,68,69,71,72, 74,75,78,79,82, 83,85,86,87,88, 89,93,98	27,32,33,34,35, 36,38,47,48,50, 51,68,69,71,72, 74,75,78,79,82, 83,85,86,87,88, 93,98	.97	.97	28	27	31.2	33.0
Administrative Support (ADSUP)	06,08,09,10,11, 12,14,15,17,18, 19,20,21,23,24, 52	08,10,11,12,14, 15,17,18,19,20, 21,23,24,52	.95	.95	16	14	9.9	10.6
Pupil Control Behavior (PCB)	30,39,40,43,44, 45,46,54,55,57, 58,59,60,65,77, 84,90,92,97	30,40,43,44,45, 46,54,55,57,58, 59,60,77,84,92	.93	.92	19	15	7.4	7.6
Tangible Environment (TGEN)	02,62,63,66,80, 81	02,62,63,66,81	.86	.87	6	5	3.9	4.4
Administrative Control (ADCON)	07,13,22,25,26, 27	13,25,26	.77	.91	6	3	3.5	3.7
Teacher Intimacy (TIN)	99,100,101,103	99,100,101	.92	.93	4	3	2.9	3.3
Teacher Frustration (TRFRUS)	01,04,05,95	01,04,05	.75	.76	4	3	2.6	2.7
					83	70	61.6	65.2

A comparison of the item identification and reliability coefficients for the 88- and 70-item sets is presented in Table 6. The following is a listing and description of each of the seven final factors:

Dimension I: Expectancy and Motivation (alpha = .97)

Expectancy and motivation refer to the behavior of the faculty that is characterized largely by a student orientation. A group of teachers who have high perceptions of expectancy and motivation appear to be genuinely concerned with the mental, emotional, and social development of the middle-level student. The faculty holds high expectancy for both student outcomes and professional gratification through its efforts of hard work and dedication. To achieve these goals, the faculty continually works at improving its effectiveness in the classroom. The faculty that generates a low score on this dimension collectively holds the perception that hard work and dedication will not result in appreciable positive student outcomes or professional gratification.

Dimension II: Administrative Support (alpha = .95)

Administrative support refers to behavior by the principal(s) that is characterized by his/her efforts to recognize and support the professional endeavors of the faculty. A faculty that scores high in administrative support perceives the principals(s) behavior as positively assisting the faculty in achieving its instructional goals by facilitating, encouraging, and supporting its professional efforts. The principal(s) provides instructional leadership within an environment conducive to student learning while being sensitive to the personal welfare of the faculty. A staff that scores low in this dimension believes the principal(s) goes through the motions of his/her job but is not genuinely committed to collaborative support or overall staff morale.

Dimension III: Pupil Control Behavior (alpha = .92)

This dimension refers to the faculty's perceptions of the student body. This belief is manifested through a custodial orientation to the relationships between teachers and students. A group of teachers scoring high on this dimension perceive their students to be incapable of demonstrating positive academic and behavioral self-direction and believe they must be controlled by the faculty on an impersonal basis. These teachers, who reflect this negative orientation toward students, also feel isolated and unsupported by their colleagues. A faculty that scores low on this dimension perceives its school to be an educational community where students learn positive self-discipline through participatory activities and mutual respect.

Dimension IV: Tangible Environment (alpha = .87)

Tangible environment refers to faculty expectations of a clean and functional building conducive to instructional business. A faculty that records a high score on this dimension perceives there are adequate instructional materials as well as an operational building to facilitate its ability to promote positive student and professional outcomes. A faculty with low perceptions of tangible environment believes its school is an oppressive and stifling environment.

Dimension V: Administrative Control (alpha = .91)

Administrative control refers to behavior by the principal(s) that is characterized by close supervision of the faculty's actions and activities. A group of teachers scoring high on this dimension perceives the principal's behavior to infer that he/she does not trust the faculty to perform its professional duties without the control of the

administration. These principals demand on-task behavior in an authoritarian manner. A faculty that scores low on this dimension perceives its school environment to have a collaborative relationship between staff and administration.

Dimension VI: Teacher Intimacy (alpha = .93)

Teacher intimacy refers to the faculty behavior that is characterized by close social relationships. This factor only reflects a social-needs orientation outside of the professional workplace environment. A teaching staff that scores high in Teacher Intimacy perceives its colleagues to engage in high levels of interaction outside of the workplace. A low Teacher Intimacy score would indicate a staff that does not continue its relationships outside the working environment into a social setting.

Dimension VII: Teacher Frustration (alpha = .76)

Teacher frustration describes the faculty's dissatisfaction with noninstructional responsibilities that interfere with its teaching assignments. A faculty that scores high on this dimension tends to view the administration as interfering and counterproductive to its job of teaching. A low faculty score, however, represents a staff that perceives the assignment of auxiliary responsibilities does not distract the teachers from their primary job of instruction.

Summary: Identification of Items by Source:

In summary, 74% of the OCDQ-RS items were retained in the MSOCS-FF. The OCDQ-RS subtest Teacher Intimacy maintained its identity, with three of the four subtest items loading onto the factor also called TEACHER INTIMACY. Kottkamp et al. (1987) reported an alpha reliability of .71, whereas the same factor in the current study yielded a .93 reliability.

Six out of seven items in the OCDQ-RS subtest Principal Support merged with three items from the Principal Control subtest into one factor: ADMINISTRATIVE SUPPORT. Three other items from the Principal Control subtest combined to form an independent factor, ADMINISTRATIVE CONTROL.

Three items from the Teacher Engagement subtest (Kottkamp et al., 1987) collapsed into the factor EXPECTANCY AND MOTIVATION, whereas two other items from the same subtest merged into the PUPIL CONTROL BEHAVIOR factor. Three items from the Teacher Frustration subtest maintained their identity by forming the factor also called TEACHER FRUSTRATION. Of the 12 items common to both the OCDQ and the OCDQ-RS, eight emerged as items in the MSOCS-FF.

Ninety-three percent of the Expectancy Motivation Scale (Miskel, 1982) items were retained in the current study. Ten of the items combined to form the factor EXPECTANCY AND MOTIVATION. Two items merged into the factor PUPIL CONTROL BEHAVIOR, and one item disbursed into the factor TANGIBLE ENVIRONMENT. Miskel reported a mean reliability of .78 for his Expectancy Motivation Scale. The Expectancy Motivation factor in the current study had a .97 reliability coefficient.

Sixty-seven percent of the Pupil Control Ideology items (Willower et al., 1967) were retained in the MSOCS-FF. Eleven PCI items merged into the factor PUPIL CONTROL BEHAVIOR, and one item loaded into the factor ADMINISTRATIVE SUPPORT. Willower reported a mean reliability of .91 for his Pupil Control Ideology Scale. The comparative factor in the current study had a .92 reliability coefficient.

Eighty-eight percent of the original items developed from the related literature were retained in the final form of the Middle School Organizational Climate Survey. Original items merged into the factors of EXPECTANCY AND MOTIVATION, ADMINISTRATIVE SUPPORT, and TANGIBLE ENVIRONMENT.

Second-order Factor Analysis:

Following the research of Halpin & Croft (1978) and Kottkamp et al. (1987) a second-order factor analysis was completed to explore the underlying structure of the seven climate factors. The initial second-order rotated factor matrix, percentage of variance, scree test, and correlation matrix were examined for a second-order factor solution. Three factors showed an eigenvalue of 1.0 or higher and accounted for 67% of the total variance (Table 7). However, the lack of horizontal leveling in the scree test (Figure 1), absence of a clear factor matrix (Table 8), and generally weak measures of association in the correlation matrix (Table 9) supported the conclusion that the seven first-order factors could not be reduced to a second-order solution.

Due to the availability of data, the analysis was continued with an examination of a two-, three-, four-, five-, and six-factor solution, continuing to use sequential iterations to see if clarity of structure would emerge. An examination of all second-order solutions confirmed the same information regarding the absence of a second-order factor solution.

Summary and Discussion:

Working from the climate studies of Halpin and Croft (1962) and Kottkamp et al. (1987), the expectancy motivation study of Miskel (1982), the pupil control ideology study of Willower et al. (1967), and related effective schools literature, the researcher developed an organizational climate instrument and tested it for use in the middle-level school setting.

Items from the Expectancy and Motivation Scale (Miskel, 1982) and the Pupil Control Ideology Scale (Willower et al., 1967) were modified to assess perceptions of the behavior of the group as opposed to perceptions of the individual. This revision was necessary to create unit-of-analysis compatibility between the study and psychometric phases of instrument development. Previously identified as a component of exemplary schools, the physical and material aspects of a school emerged as a factor in middle school climate.

As a result of this study, seven statistically valid and reliable factors were identified and defined to portray aspects of the organizational climate of middle-level schools. Five factors describing the characteristics of the faculty as a group include Expectancy and Motivation (EXM), Pupil Control Behavior (PCB), Tangible Environment (TGEN), Teacher Intimacy (TIN), and Teacher Frustration (TFRUS). Two factors describing the behavior of the principal(s) include Administrative Support (ADSUP), and Administrative Control (ADCON).

Expectancy and Motivation emerged as the largest dimension, accounting for 33% of the total variance. This factor resulted from merging 71% of the items originally from the Expectancy and Motivation Scale (Miskel, 1982), 38% of the items from the Teacher Engagement subtest (Kottkamp et al., 1987), and 13 original items.

Table 7. --Initial second-order factor analysis: Percentage of variance.

Factor	Eigenvalue	Percent of Variance	Cumulative Percent
1	2.44634	34.9	34.9
2	1.23858	17.7	52.6
3	1.01729	14.5	67.2
4	.83490	11.9	79.1
5	.68755	9.8	88.9
6	.50819	7.3	96.2
7	.26715	3.8	100.0

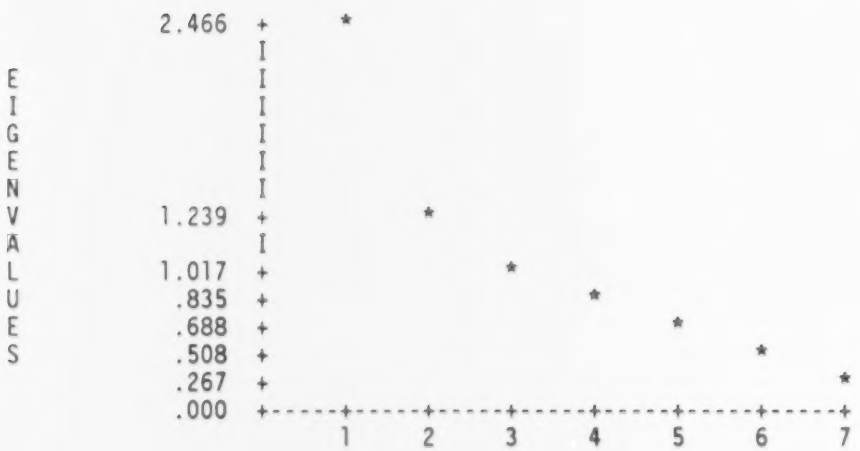

Figure 1. Initial second-order factor solution: Scree test.

Table 8. --Initial second-order factor matrix: Rotated factor matrix.

	Factor						
	1	2	3	4	5	6	7
EXM	.69944	.43836		.37449			
TGEN	.56079						
TIN		.62783					
ADSUP			.56802				
TRFRUS			-.51974				
PCB	-.33919	-.48397		-.53947			
ADCON					.46562		

Note: EXM = Expectancy and Motivation, TGEN = Tangible Environment, TIN = Teacher Intimacy, ADSUP = Administrative Support, TRFRUS = Teacher Frustration, PCB = Pupil Control Behavior, ADCON = Administrative Control.

Table 9. --Initial second-order factor solution: Correlation matrix.

Factor	EXM	ADSUP	PCB	TGEN	ADCON	TIN	TRFRUS
EXM	1.00000						
ADSUP	.35803	1.00000					
PCB	-.67388	-.28910	1.00000				
TGEN	.44029	.18067	-.23493	1.00000			
ADCON	.01414	.04225	.16315	.04066	1.00000		
TIN	.38302	.03643	-.43375	.09631	-.12856	1.00000	
TRFRUS	-.12148	-.23520	.23526	.00172	.15524	-.19276	1.00000

Note: EXM = Expectancy and Motivation, TGEN = Tangible Environment, TIN = Teacher Intimacy, ADSUP = Administrative Support, TRFRUS = Teacher Frustration, PCB = Pupil Control Behavior, ADCON = Administrative Control.

Eighty-six percent of the items originally included in the OCDQ-RS subtest of Principal Support and 43% of the Principal Control items combined with four original items and one PCI item (Willower et al., 1967) to compose the factor entitled Administrative Support.

As hypothesized in the research of Mulhern (1984), the development of a Pupil Control Behavior dimension did result in a strong factor reflecting the teachers' perceptions of the student body as a group. This factor was created through the merging of 61% of the items from the PCI (Willower et al., 1967) and two items from each of the subtests entitled Expectancy and Motivation (Miskel, 1982) and Teacher Engagement (Kottkamp et al., 1987).

Tangible Environment emerged as new factor in the measurement of organizational climate and was composed of four items originally designed to represent this dimension along with one item from the Expectancy and Motivation Scale (Miskel, 1982).

Forty-three percent of the items from the OCDQ-RS Principal Control subtest remained together to form the factor entitled Administrative Control.

Consistent with the elementary school research of Halpin and Croft (1962) and the secondary school research of Kottkamp et al. (1987), Teacher Intimacy emerged as an independent factor in the measurement of school organizational climate. Seventy-five percent of the items from the Teacher Intimacy subtest (Kottkamp et al., 1987) remained to form this factor.

Teacher Frustration emerged as the weakest factor in middle-level organizational climate, drawing its three items from the Teacher Frustration subtest in the OCDQ-RS (Kottkamp et al., 1987).

The seven resultant factors are collectively composed of 70 items that make up the Middle School Organizational Climate Survey-Final Form (MSOCS-FF). Administration of this instrument could be facilitated in approximately 25 minutes through a faculty meeting.

Following the studies of Halpin and Croft (1962) and Kottkamp et al. (1987), second-order factor analyses were performed to explore the interrelationship of the middle-level climate factors. Through an examination of the second-order factor structure of the seven dimensions of middle-level organizational climate, no clarity of underlying structure emerged. The MSCOS-FF contains seven independent factors that did not collapse into a second-order structure. The addition of new instruments and original items created for use in middle schools could have generated new item loading combinations and factors. Possibly the resulting three new factors of Expectancy and Motivation, Pupil Control Behavior, and Tangible Environment provided a broader and more comprehensive definition of climate. Each factor is now capturing a unique and distinct aspect of a more complete measurement of middle-level organizational climate.

The MSOCS-FF consists of seven independent dimensions that can be perceived as seven independent scales. This lack of interdependence among with seven dimensions would support further research using selected scales from the

MSOCS-FF. This flexibility would allow practitioners to address individual dimensions of climate as determined for their specific school needs.

Comparison of Elementary, Secondary, and Middle-level Organizational Climate Dimensions:

The dimensions identified to measure the organizational climate of elementary, secondary, and middle-level schools are listed in Table 10, along with respective reliability coefficients and percentages of variance.

Principal Behaviors:

In defining the behaviors of the principal, Halpin and Croft (1962) identified the subtest Aloofness to represent formal and impersonal principal behaviors toward the staff. This dimension emerged as the weakest factor in the OCDQ and was not found to be present in the organizational climate of either secondary or middle-level climates. In addition, none of the items representing Aloofness in the OCDQ emerged in any form in the OCDQ-RS or the MSOCS-FF.

Perceptions of an autocratic and domineering principal emerged in all three levels of organizational climate. Halpin and Croft (1962) identified the behaviors of a domineering principal with the factor Production Emphasis. Kottkamp et al. (1987) found the same concept to be present in the organizational climate of secondary schools and called this factor Principal Control. Close administrative supervision of the faculty was also identified as a dimension for middle-level schools and was denoted with the factor name Administrative Control. This factor contained three items and represented 3.7% of the variance.

Halpin and Croft (1962) identified two factors entitled Thrust and Consideration that represented positive principal behaviors. Thrust was used to denote task-oriented principal behaviors that positively motivated the faculty, whereas Consideration represented principal behaviors of personal concern for the staff. In the study of secondary school climate, Kottkamp et al. (1987) found items from the above two factors merged to form one factor representing positive and motivating principal behaviors, entitled Principal Support. Positive administrative behaviors also emerged as a strong factor in middle-level organizational climate, with 14 items representing 10.06% of the variability. Six of the seven items from the OCDQ-RS factor Principal Support merged with the items that loaded negatively from the OCDQ-RS factor Principal Control to form the middle-level subtlest entitled Administrative Support.

Teacher Behaviors:

In the measurement of organizational climate in elementary school settings, Halpin and Croft (1962) were concerned with the social interactions between the principal and his/her faculty. Specifically describing behaviors of the teachers, Halpin and Croft identified four distinct subtests.

A faculty's attitude toward its work was found to be one of the most important factors in elementary school climate since Esprit obtained a high loading on both Social Needs and Social Control second-order factors. This dimension was also present in the organizational climate of secondary schools as represented by the subtest Teacher Engagement. The concept of a faculty's orientation toward work had been hypothesized to be present in the organizational climate of middle-level schools but did not emerge as a subtest in this study. However, three items originally from the

Table 10. --Comparison of dimensions and corresponding reliability coefficients present in the organizational climate of elementary, secondary, and middle-level schools.

OCDQ (Halpin & Croft, (1962)	OCDQ-RS (Kottkamp et al., 1987)	MSOCS-FF (Cheal, 1990)
	Principal Behaviors	
Aloofness * = .26 % var = 5.31	-----	-----
Production Emphasis * = .55 % var = 4.73	Principal Control a = .87 % var = 10.27	Administrative Control a = .91 % var = 3.7
Thrust * = .84 % var = 4.29 Consideration * = .59 % var = 4.20	Principal Support a = .91 % var = 23.45	Administrative Support a = .95 % var = 10.06
	Teacher Behaviors	
Disengagement * = .73 % var = 23.80 Hindrance * = .68 % var = 11.06	Teacher Frustration a = .85 % var = 6.70	Teacher Frustration a = .76 % var = 2.7
Esprit * = .75 % var = 7.59	Teacher Engagement a = .85 % var = 12.09	-----
Intimacy * = .60 % var = 5.98	Teacher Intimacy a = .71 % var = 5.28	Teacher Intimacy a = .93 % var = 3.3
-----	-----	Expectancy and Motivation a = .97 % var = 33.0
-----	-----	Pupil Control Behavior a = .92 % var = 7.6
-----	-----	Tangible Environment a = .87 % var = 4.4

KEY: ----- signifies no comparable dimension is present, * indicates split-half coefficient corrected by Spearman-Brown formula, a = alpha reliability coefficient, % var = percentage of variance explained by the factor.

OCDQ-RS Teacher Engagement subtest emerged in the newly formed Expectancy and Motivation subtest, while two other items appeared in the new subtest entitled Pupil Control Behavior. The other seven items in this hypothesized dimension did not load onto any factor. Possibly the additional items included in this climate instrument have identified a more extensive factor structure. Items that had previously loaded onto one factor have now aggregated differently to form other factors.

The dimension of social needs emerged as a consistent subtest in the organizational climate of elementary, secondary, and middle-level schools. Teacher Intimacy in the current study contained three items that accounted for only 3.3% of the variability. In addition, Teacher Intimacy did not emerge as a separate social needs subtest as found in the second-order factor analyses of the OCDQ and the OCDQ-RS. Teacher Intimacy is a dimension found in all levels of K-12 organizational climate, but it did not maintain as prominent a position in middle-level organizational climate.

In this study, the mean building age of teachers was found to be 41.6 years. Also, teaching staffs over the age of 41 were found to demonstrate a significant decrease in concern over social needs. Possibly the aging population of Michigan teachers can account for the decreased strength of the the Teacher Intimacy subtest in this study. Replication of his research with a variety of faculty age groups would serve to explore the source of decreased Teacher Intimacy. At present, it is unknown whether this decrease in teacher social needs is attributable to the unique aspects of middle-level schools or generalizable to all levels of K-12 education due to an aging teacher population.

Halpin and Croft (1962) identified two teacher behaviors representing negative perceptions of co-workers and frustration with unnecessary administrative duties. These two factors were denoted with the subtests Disengagement and Hindrance, respectively. In the identification of organizational climate of secondary schools, Kottkamp et al. (1987) found the two teacher subtests described above to merge into the one factor, Teacher Frustration.

In the middle school study, three items from the OCDQ subtest Hindrance and one item from the OCDQ-RS subtest Teacher Frustration merged to represent 2.7% of the variance. Teacher Frustration had not been hypothesized to be a dimension of middle-level organizational climate but did emerge as the weakest factor.

Three new dimensions not present in the OCDQ or the OCDQ-RS were explored and emerged as factors in the organizational climate of middle-level schools. In an effort to investigate the social interaction involving students, Kottkamp et al. (1987) explored the pupil control orientation of teachers as an indicator of the nature of student/teacher relationships. In their study, Kottkamp et al. had one-third of the staff complete the Pupil Control Ideology Scale (Willower, 1967). Even though they admitted there was a confounding of the unit-of-analysis, they found a positive correlation between the pupil control ideology of teachers and the pupil control behavior of the staff.

This study included the social interactions between a faculty and their students as a dimension in organizational climate. Pupil Control Behavior did emerge as a strong factor in middle school organizational climate accounting for 7.6% of the variance.

In an effort to explore the academic orientation of each school, Kottkamp et al. (1987) compared a random participant sampling of the Expectancy Motivation Scale (Miskel, 1982) to OCDQ-RS building climate scores. They found that secondary schools with more open climates had teachers who had higher expectancy motivation than did schools with less open climates. In addition, they found the more humanistic the pupil control ideology of the teachers, the higher the expectancy motivation of the faculty.

In this study, expectancy and motivation was included as a dimension in middle-level organizational climate and consistently emerged as the strongest dimension accounting for the largest percentage of variance.

Staff perceptions of the physical and material aspects of the building were included as an original dimension of middle-level organizational climate and also emerged as a factor.

Important Considerations for Future Instrument Use:

A retrospective analysis of this project elicited several areas of discussion and implications for future use of this climate instrument. Further consideration of the items used in this instrument revealed an incompatibility between several items and the Likert response statements. As discussed earlier, it was decided to maintain the integrity of the wording of items taken from a previously used measurement instrument in an attempt to avoid misrepresentation of the item's intention. However, this effort resulted in several items from the Pupil Control Ideology Scale (Willower et al., 1967) and the Expectancy and Motivaion Scale (Miskel, 1982) being stated in a normative frame of reference, whereas the Likert scale reflected the frequency-of-occurrence frame of reference. For example, item 40 from the PCI was stated as follows:

> Directing sarcastic remarks toward a defiant student is a good disciplinary technique.

An item such as this cannot be responded to by citing its rate or frequency of occurrence (Rarely Occurs, Sometimes Occurs, Often Occurs, or Very Often Occurs). Restating the item in the following manner would make it compatible with the Likert response statements while maintaining the item's intent:

> Directing sarcastic remarks toward a defiant student occurs in this school as a disciplinary technique.

An analysis of the items contained in the MSOCS-FF revealed six items that should be reworded in future use of this instrument. It is unknown how many of the items eliminated through instrument revisions were due to this incompatibility. It is possible that an item might have loaded onto a factor if its meaning had not been clouded by this incompatibility. Future use of this instrument is recommended with the following item modifications:

Item 40:
Directing sarcastic remarks toward a defiant student occurs in this school as a disciplinary technique.

Item 44:
Students in our school are just young hoodlums and teachers treat them accordingly.

Item 55:
When our teachers become too friendly with our students, it leads students to become too familiar.

Item 75:
In this school, teachers work hard in the performance of their job.

Item 79
In this school, high faculty initiative leads to the attainment of the desired educational objectives.

Item 82:
In this school, working as hard as we can results in goal accomplishment.

Another potential drawback attributed to the MSCOCS-FF is the length of the survey instrument. Merging three psychometrically defended instruments with additional original items into one measurement questionnaire resulted in an ambitions and lengthy survey instrument. As predicted in the development stage of this study, some schools (and individuals in participating schools) reported difficulty in completing the survey due to the extensive length of the questionnaire.

Middle School Organizational Climate
Survey-Final Form: Reduced Items:

The MSOCS-FF contains 70 items, which define seven independent factors. Seventy items could still be regarded as lengthy and might reduce the practical application of this instrument. Some schools might reject the use of the instrument based on its completion time. In addition, the length of the instrument might encourage some participants to create inaccurate response sets.

To facilitate the use of this instrument in future research without diminishing the psychometric or philosophical integrity, a modification of the MSOCS-FF was undertaken. The factors of Expectancy and Motivation, Administrative Support, and Pupil Control Behavior represent 80% of the total number of items, whereas the factors of Tangible Environment, Administrative Control, Teacher Intimacy, and Teacher Frustration contain five or fewer items each. Without compromising reliability, an effort was made to balance the number of items representing each of the dimensions, which word also serve to reduce the overall length of the survey instrument.

The factors of Expectancy and Motivation, Administrative Support, and Pupil Control Behavior were gradually refined following sequential reliability analysis procedures. The last item to load on a factor was deleted from the item set and a revised reliability analysis reviewed before another item was selected for deletion.

In this manner, Factor I (Expectancy and Motivation) was reduced from 27 to 10 items while only reducing the alpha reliability from .97 to .95. It is believed that the slight reduction in reliability was overridden by the advantages of a shorter, more concise scale. Replication of his reduction procedure resulted in reducing Factor II (Administrative Support) from 14 to 10 items while maintaining an alpha reliability of .95. In a similar manner, Factor III (Pupil Control Behavior) was reduced from 15 to 11 items while maintaining the .92 alpha reliability. The factors of Tangible Environment, Administrative Control, Teacher Intimacy, and Teacher Frustration contain five, three, three, and three items respectively, and were not altered through this procedure.

The reduced-item seven-factor varimax rotational solution is shown in Table 11. Every item in the reduced-item factor analysis loaded primarily onto the same factor to which the item was assigned in both the preliminary and final forms of the instrument. This consistency of factors through the three forms of this measurement instrument provided additional evidence for the construct validity of the final seven factors.

The reduced version of the middle-level climate scale is a more concise and timely survey instrument. Item identification, reliability coefficients, and percentage of variance for the preliminary, final, and reduced-item forms of the instrument are presented in Tables 12 and 13. Throughout all three of the instrument forms, the same seven factors emerged. Through factor analytic techniques, essentially the same items loaded onto the same factors. Similar alpha reliability coefficients were maintained throughout the instrument modifications, and the percentage of variance accounted for increased from 61.6% in the preliminary form to 65.2% in the final form, whereas 69.8% of the variability could be explained in the reduced form of the instrument.

Because of the psychometric strengths cited above, it is recommended that future researchers at the middle level consider using this streamlined form of the instrument. It is further recommended that, in replications of this study using the reduced form of the MSOCS, researchers seek to expand the reliability of the factors of of Tangible Environment, Administrative Control, Teacher Intimacy, and Teacher Frustration through the addition of measurement items. Even though these factors had consistent reliability coefficients, expansion of the factors to include more items would serve to strengthen the overall factor structure.

All items loaded onto the same factors as in the preliminary and final instrument forms, even though they often emerged in a different order. The following description of each factor defines the items that remained to form the reduced-set version of the instrument. In the rotated factor analysis of the reduced set, Administrative Support was the first factor to emerge. All five items from the Principal Support subtest and one item from the Principal Control subtest (Kottkamp et al., 1987) remained to form the reduced factor. Four original items were retained to complete the ten variables in the Administrative Support scale.

Expectancy and Motivation was the second factor to emerge in the reduced set. Two items from the Expectancy and Motivation scale (Miskel, 1982) and eight original items remained to form this factor. The content of the items eliminated from this dimension necessitated a revision of the factor description. This scale now represents the expectancy, valence, and motivation of the faculty only toward student achievement. Items that represented teachers' expectancy, valence, and motivation

Table 11. --Rotated factor matrix: Middle School Organizational Climate Survey-Final Form, reduced items (MSOCS-FF-RI).

Var.	Factor						
	1	2	3	4	5	6	7
24	.88900						
20	.87418						
10	.87310						
12	.86098						
18	-.78497						
23	.77978						
21	.76775				.32201		
11	-.75769						
8	.73703						-.34618
19	-.67785						
33		.87226					
36		.85901					
34		.82187					
35		.81425					
47		.79469	-.32331				
32		.75499					
48		.75093	-.34791				
74		.67422	-.38300				
72		.63678	-.36813				
79		.63187	-.34159				
58			.81876				
46			.79347				
60			.76865				
30			-.70634				
44			.69904				
45			.67478				
77		-.34733	.63895				
57			.59129				
55			.55441				
40			.53238				
92		-.42957	.52657				
62				.95939			
63				.89299			
66				.74517			
2				.57553			
81	.42717	.36206		.45428			
25					.92688		
26					.92453		
13					-.75552		
100			-.30934			.88911	
101						.85919	
99						.80815	
4							.85578
1					.31547		.66643
5							.65385

Table 12. --Item identification for the preliminary, final, and reduced-item data sets.

Subtest Name	Preliminary Set	Final Set	Reduced Set
Expectancy & Motivation (EXM)	27,32,33,34,35, 36,38,47,48,50, 51,68,69,71,72, 74,75,78,79,82, 83,85,86,87,88, 89,93,98	27,32,33,34,35, 36,38,47,48,50, 51,68,69,71,72, 74,75,78,79,82, 83,85,86,87,88, 93,98	32,33,34,35, 36,47,48,72, 74,79
Administrative Support (ADSUP)	06,08,09,10,11, 12,14,15,17,18, 19,20,21,23,24, 52	08,10,11,12,14, 15,17,18,19,20, 21,23,24,52	08,10,11,12, 18,19,20,21, 23,24
Pupil Control Behavior (PCB)	30,39,40,43,44, 45,46,54,55,57, 58,59,60,65,77, 84,90,92,97	30,40,43,44,45, 46,54,55,57,58, 59,60,77,84,92	30,40,44,45, 46,55,57,58, 60,77,92
Tangible Environment (TGEN)	02,62,63,66,80, 81	02,62,63,66,81	02,62,63,66, 81
Administrative Control (ADCON)	07,13,22,25,26, 67	13,25,26	13,25,26
Teacher Intimacy (TIN)	99,100,101,103	99,100,101	99,100,101
Teacher Frustration (TRFRUS)	01,04,05,95	01,04,05	01,04,05

Table 13.--Alpha reliability and percentage of variance for subtests in the preliminary, final, and reduced instruments.

Subtest Name	Alpha Reliability			Percent of Variance		
	Prelim	Final	Reduced	Prelim	Final	Reduced
Expectancy & Motivation (EXM)	.97	.97	.95	31.2	33.0	13.5
Administrative Support (ADSUP)	.95	.95	.95	9.9	10.6	28.6
Pupil Control Behavior (PCB)	.92	.92	.92	7.4	7.6	9.0
Tangible Environment (TGEN)	.86	.87	.87	3.9	4.4	6.2
Administrative Control (ADCON)	.77	.91	.91	3.5	3.7	4.7
Teacher Intimacy (TIN)	.92	.93	.93	2.9	3.3	4.3
Teacher Frustration (TRFRUS)	.75	.76	.76	2.6	2.7	3.5
Cumulative percent				61.6	65.2	69.8

toward professional gratification were not retained in the reduced factor set.

Pupil Control Behavior retained its position as the third factor to emerge. maintaining their position in this subtest were eight items from the Pupil Control Ideology scale (Willower et al., 1967), both items from the Teacher Engagement scale (Kottkamp et al., 1987), and one item from the Expectancy and Motivation scale (Miskel, 1982). As stated earlier, no reduction of items was taken on factors four through seven. A list of the items and a description of each factor in the MSOCS-reduced form is included in Appendix 2.

Implications for Middle-Level Educators:

The identification and definition of the dimensions present in the organizational climate of middle-level schools resulted in seven reliable and valid factors. These seven factors account for 65% of the variability of middle school climate as compared to the five OCDQ-RS factors that account for 57.8% of the variability in secondary school settings and eight factors that account for the 66% of the variability in elementary schools.

In addition, three new dimensions were explored and emerged as strong factors in the middle-level climate study. The factors of Expectancy and Motivation, Pupil Control Behavior, and Tangible Environment collectively accounted for 45% of the variability. These three new factors expand the dimensionality of organizational climate as defined in Tagiuri's (1968) taxonomy. The climate instruments of Halpin and Croft (1962) and Kottkamp et al. (1987) were concerned solely with the dimension of social systems, which describes the patterned relationships of persons and groups. With the addition of the three new dimensions cited above, the MSOCS-FF includes the physical and material aspects for Tagiuri's ecology dimension along with the milieu factor, which describes the social dimension concerned with the presence of persons and groups. These three new factors have broadened the dimensionality of climate to include concepts central to the internal dynamics of any K-12 educational institution. It is recommended that, in future research on climate, these three new dimensions also be included in organizational climate scales at the elementary and secondary school settings. Faculty expectancy and motivation toward student achievement, concern with physical and instructional materials, and relationships between teachers and their students are dimensions that will be present at all educational levels.

The Middle-School Organizational Climate Survey is presented for use in middle schools as a reliable and valid measurement scale that was developed and tested in middle-level settings. The addition of items indigenous to the unique aspects of middle schools, three new factors that have broadened the specificity of the climate dimensionality, and psychometric defense within a setting compatible with the development phase of this study all lend credibility to the practical application of this instrument.

APPENDIX A

MIDDLE SCHOOL ORGANIZATIONAL CLIMATE SURVEY--INITIAL FORM

(CLASSIFIED INTO HYPOTHESIZED FACTORS)

MIDDLE SCHOOL ORGANIZATIONAL CLIMATE SURVEY--INITIAL FORM
(103 Items)

KEY: * Identification of item modified from OCDQ-RS (Mulhern, 1984).

$ Identification of original item drawn from the related literature (Cheal, 1990).

Identification of item modified from OCDQ (Halpin & Croft, 1962).

@ Identification of item modified from Motivation/Expectancy Scale (Miskel, 1982).

& Identification of item modified from Pupil Control Ideology (Willower et al., 1967).

I. Organizational Structural Linkages

1. #* Administrative paperwork is burdensome at this school.
2. $ We have adequate instructional materials for our school program.
3. #* Routine duties do NOT interfere with the job of teaching.
4. #* Our teachers have too many committee requirements.
5. * Assigned non-teaching duties are excessive.
6. $ Our principal establishes building goals and objectives.
7. $ Our principal encourages parents to get involved in our school.
8. $ Our principal's organization insures maximum classroom time-on-task.

II. Managerial Control: Administration/Teachers

9. #* Our principal(s) sets an example by working hard himself/herself.
10. #* Our principal(s) goes out of his/her way to help teachers.
11. #* Our principal(s) does NOT explain his/her reasons for criticism to teachers.

12. * Our principal(s) compliments teachers.

13. * Our principal(s) does NOT monitor everything teachers do.

14. * Our principal(s) is available before and/or after school to help teachers when assistance is needed.

15. * Teacher/principal conferences are dominated by the principal.

16. * Our principal(s) closely checks teacher activities.

17. * Our principal(s) is autocratic.

18. * Our principal(s) does NOT look out for the personal welfare of the faculty.

19. * Our principal(s) talks more than listens.

20. $ Our principal(s) recognizes faculty achievements.

21. $ Our principal(s) provides instructional leadership.

22. * Our principal(s) rules with an iron fist.

23. $ Our principal(s) encourages teacher autonomy.

24. #* Our principal(s) uses constructive criticism.

25. * Our principal(s) supervises teachers closely.

26. * Our principal(s) closely checks teacher activities.

III. Managerial Control: Teacher/Students

27. * Our teachers spend time before and/or after school with students who have individual problems.

28. * Student government has an influence on our school policy.

29. &* Our students are trusted to work together without supervision.

30. * Our students solve their problems through logical reasoning.

31. $ Our teachers do NOT feel accountable for student failure.

32. $ Our teachers re-teach material to students as needed.

33. $ Our teachers continually monitor student progress to adjust their instructional programs.

34. $ Teaching strategies in this school are based upon principles of learning.

35. $ Our teachers attempt to motivate their students to learn.

36. $ Our teachers plan instructional activities for maximum learning at all achievement levels.

37. & It is more important for our students to learn to obey rules than learn to make their own decisions.

38. $ In this school, teachers listen to all sides of the story and are fair to all students in their final decisions.

39. & It is desirable to require our students to sit in individually assigned seats during assemblies.

40. & Directing sarcastic remarks toward a defiant student is a good disciplinary technique.

41. & Our teachers should consider revision of their teaching methods if these are criticized by their students.

42. & Our students should NOT be permitted to contradict the statements of a teacher in class.

43. & Our beginning teachers are not likely to maintain strict enough control over their students.

44. & A few students are just young hoodlums and should be treated accordingly.

45. & Our students often misbehave in order to make the teacher look bad.

46. & Our students cannot perceive the difference between democracy and anarchy in the classroom.

47. $ Our teachers are sensitive to the developmental needs of middle school students as they plan their lessons.

48. $ Teachers in this building show a genuine caring for their students.

49. $ In this school, teachers and students together formulate rules governing behavior.

50. $ In this school, teacher discipline is fair and consistent with classroom rules.

51. * Our teachers are friendly with students.

52. & Our principal(s) gives unquestioning support to teachers in disciplining students.

53. & It is justifiable to have students learn many facts about a subject even if they have no immediate application.

54. & In this school, too much student time is spent on guidance and activities and too little on academic preparation.

55. & Being friendly with our students often leads them to become too familiar.

56. & If a student uses obscene or profane language in our school, it must be considered a moral offense.

57. & If our students are allowed to use the lavatory without getting permission this privilege will be abused.

58. & It is often necessary to remind our pupils that their status in school differs from that of teachers.

59. & A pupil who destroys school material or property should be severely punished.

60. & Our students are usually NOT capable of solving their problems through logical reasoning.

61. & Student governments are a good "safety valve" but should not have much influence on our school policy.

IV. Effective Building Climate

62. $ Our school has a well maintained/clean interior.

63. $ The exterior of our school is well maintained.

64. $ I do NOT feel safe when I go to my car.

65. $ It is safe to leave personal property in our school.

66. $ Custodial services are available when needed.

V. Expectancy and Motivation

67. $ Our principal maintains high expectations for the professional behavior of all teachers.

68. $ Our teachers maintain high expectations for the conduct of all students.

69. $ Our teachers maintain high academic expectations for all students.

70. $ Our school formally recognizes student achievement and effort of all students.

71. $ Our teachers voluntarily attend training sessions to improve their instructional effectiveness.

72. @ In this school, it is important that our students acquire an interest in the subject matter.

73. @ It is NOT important that our staff has positive relationships with students.

74. $ Our teachers believe that all students can learn.

75. @ Good job performance by our teachers requires hard work.

76. $ Our teachers believe it is futile to give extra help to students where there is little home support.

77. @ Our expending high levels of energy DOES NOT lead to commensurate levels of student achievement.

78. @ We have the opportunity to develop our skills and abilities in this school.

79. @ High faculty initiative leads to the attainment of the desired educational objectives.

80. @ We emphasize the importance of our students' behavior.

81. @ Our teachers have chances to learn new things.

82. @ Working as hard as we can results in goal accomplishment.

83. @ We have positive feelings about ourselves as educators.

84. @ Energetic educators are NOT particularly successful teachers here.

85. @ We place importance on keeping student frustration at a low level.

86. @ When we put forth a high degree of effort it leads to a high level of performance.

87. @ In this school, we have the chance to accomplish something worthwhile.

88. @ Our intensive efforts lead to high student achievement.

VI. Teacher Professional Behaviors

89. * Teachers are proud of this school.

90. * Teachers do NOT really enjoy working here.

91. $ Our teachers think of their work as a job rather than a profession.

92. * Teachers do NOT help and support each other.

93. $ Teachers share their expertise and materials with colleagues.

94. $ Teachers do NOT treat one another as professional colleagues.

95. #* Teachers interrupt other faculty members who are talking at staff meetings.

96. $ Even though we don't always agree, teachers share their concerns openly.

97. #* The mannerisms of teachers at this school are annoying.

98. #* The morale of our teachers is high.

VII. Teacher Social Needs

99. #* Our teachers' closest friends are other faculty members at this school.

100. #* Teachers invite other faculty members to visit them at home.

101. * Our teachers socialize with each other on a regular basis.

102. $ New faculty members are made to feel a part of the group.

103. #* Our teachers know the family background of other faculty members.

APPENDIX B

MIDDLE SCHOOL ORGANIZATIONAL CLIMATE SURVEY

FINAL FORM: REDUCED ITEMS

(Copyright by Jennifer Putnam Cheal, 1990)

SEVEN DIMENSIONS
OF MIDDLE-LEVEL ORGANIZATIONAL CLIMATE-FINAL FORM
REDUCED ITEMS (MSOCS-FF-RI)

KEY: * Identification of item modified from OCDQ-RS (Mulhern, 1984)

$ Identification of original item drawn from the related literature (Cheal, 1990)

Identification of item modified from OCDQ (Halpin & Croft, 1962)

@ Identification of item modified from Motivation/Expectancy Scale (Miskel, 1982)

& Identification of item modified from Pupil Control Ideology (Willower, Eidell, and Hoy, 1967)

- Reversed item as identified from the factor matrix

I. TEACHER BEHAVIOR

1. Expectancy and Motivation (EXM)

Description:

Expectancy and Motivation refers to behavior of the faculty which is characterized largely by a student orientation. A group of teachers who have high perceptions of expectancy and motivation appear genuinely concerned with the mental, emotional, and social development of the middle-level student. The faculty holds high expectancy for student outcomes through its efforts of hard work and dedication. To achieve these goals, the faculty continually works at improving its effectiveness in the classroom. The faculty that generates a low score on this dimension collectively holds the perception that hard work and dedication will not result in appreciable positive student outcomes.

Items:

36. $ Our teachers plan instructional activities for maximum learning at all achievement levels.

33. $ Our teachers continually monitor student progress to adjust their instructional programs.

35. $ Our teachers attempt to motivate their students to learn.

Copyright by Jennifer Putnam Cheal, 1990

34. $ Teaching strategies in this school are based upon principles of learning.

47. $ Our teachers are sensitive to the developmental needs of middle school students as they plan their lessons.

48. $ Teachers in this building show a genuine caring for their students.

74. $ Our teachers believe that all students can learn.

32. $ Our teachers re-teach material to students as needed.

79. @ High faculty initiative leads to the attainment of the desired educational objectives.

72. @ In this school, it is important that our students acquire an interest in the subject matter.

2. Pupil Control Behavior (PCB)

Description:

This dimension refers to the faculty's perceptions of the student body. This belief is manifested through a custodial orientation to the relationships between teachers and students. A group of teachers who score high on this dimension perceive their students to be incapable of demonstrating positive academic and behavioral self-direction and must be controlled by the faculty on an impersonal basis. These teachers, who reflect this negative orientation towards students, also feel isolated and unsupported by their colleagues. A faculty who scores low on this dimension perceive their school to be an educational community where students learn positive self-discipline through participatory activities and mutual respect.

Items:

58. & It is often necessary to remind our pupils that their status in school differs from that of teachers.

60. & Our students are usually NOT capable of solving their problems through logical reasoning.

46. & Our students cannot perceive the difference between democracy and anarchy in the classroom.

44. & A few students are just young hoodlums and should be treated accordingly.

45. & Our students often misbehave in order to make the teacher look bad.

30. -* Our students solve their problems through logical reasoning.

57. & If our students are allowed to use the lavatory without getting permission this privilege will be abused.

77. @ Our expending high levels of energy DOES NOT lead to commensurate levels of student achievement.

55. & Being friendly with our students often leads them to become too familiar.

40. & Directing sarcastic remarks toward a defiant student is a good disciplinary technique.

92. * Teachers do not help and support each other.

3. Tangible Environment (TGEN)

Description:

Tangible Environment refers to faculty expectations of a clean and functional building conducive to instructional business. A faculty who records a high score on this dimension perceives there are adequate instructional materials and a functional building to facilitate their ability to promote positive student and professional outcomes.

Items:

62. $ Our school has a well maintained/clean interior.

63. $ The exterior of our school is well maintained.

66. $ Custodial services are available when needed.

02. $ We have adequate instructional materials for our school program.

81. @ Our teachers have chances to learn new things.

4. Teacher Social Needs (TSN)

Description:

Teacher Social Needs refers to the faculty behavior that is characterized by close social relationships. This factor only reflects a social-needs orientation outside of the professional workplace environment. A teaching staff that scores high in Teacher Social Needs perceive their colleagues to engage in high levels of interaction outside of the workplace. A low Teacher Social Needs score would indicate a staff that does not continue their relationships outside the working environment into a social setting.

Items:

100. #* Teachers invite other faculty members to visit them at home.

99. #* Our teachers' closest friends are other faculty members at this school.

101. * Our teachers socialize with each other on a regular basis.

5. Teacher Frustration (TFRUS)

Description:

Teacher Frustration describes the faculty's dissatisfaction with non-instructional responsibilities that interfere with their teaching assignments. A faculty who scores high on this dimension tend to view the administration as interfering and counterproductive to their job of teaching. A low faculty score, however, represents a faculty who perceives the assignment of auxiliary responsibilities does not distract the teachers from their primary job of instruction.

Items:

04. #* Our teachers have too many committee requirements.

01. #* Administrative paperwork is burdensome at this school.

05. * Assigned non-teaching duties are excessive.

II. Principal(s) Behavior

1. Administrative Support (ADSUP)

Description:

Administrative Support refers to behavior by the principal(s) which is characterized by his/her efforts to recognize and support the professional endeavors of the faculty. A faculty who scores high in administrative support perceives the principal's behavior as positively assisting the faculty in achieving their instructional goals by facilitating, encouraging, and supporting their professional efforts. The principal(s) provides instructional leadership within an environment conducive to student learning while being sensitive to the personal welfare of the faculty. A staff who scores low in this dimension believes the principal(s) goes through the motions of his/her job but is not genuinely committed to collaborative support or overall staff morale.

Items:

24. #* Our principal(s) uses constructive criticism.

10. #* Our principal(s) goes out of his/her way to help teachers.

12. * Our principal(s) compliments teachers.

20. $ Our principal(s) recognizes faculty achievements.

18. -* Our principal(s) does NOT look out for the personal welfare of the faculty.

23. $ Our principal(s) encourages teacher autonomy.

11. -#* Our principal(s) does NOT explain his/her reasons for criticism to teachers.

19. -* Our principal(s) talks more than listens.

21. $ Our principal(s) provides instructional leadership.

08. $ Our principal's organization insures maximum classroom time-on-task.

2. Administrative Control (ADCON)

Description:

Administrative Control refers to behavior by the principal(s) which is characterized by close supervision of the faculty's actions and activities. A group of teachers who score high on this dimension perceives the principal(s) behavior to infer that he/she does not trust the faculty to perform their professional duties without the control of the administration. These principal(s) demand on-task behavior in an authoritarian manner. A faculty that scores low on this dimension perceives their school environment to have a collaborative relationship between staff and administration.

Items:

26. * Our principal(s) closely checks teacher activities.

25. * Our principal(s) supervises teachers closely.

13. -* Our principal(s) does NOT monitor everything teachers do.

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